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ABSTRACT

A survey was conducted of Illinois community college presidents and business managers to determine current institutional thinking on the Illinois funding formula. Study findings, based on responses from 36 out of the 39 colleges in the state included the following: (1) 64% of the respondents favored the concept of averaging credit hours and unit costs over a multi-year basis "in an effort to stabilize fluctuations in credit hour generation and unit costs"; (2) of three possible approaches to residual funding, the current method (i.e., deducting local available revenues from overall estimated unit costs) received the least support (25.5%), while strongest support was expressed for varying the deduction by seven cost categories "to reflect differing priorities among the categories"; (3) 80% supported equalization as a concept "to reduce the disparity of local tax funds available per student among districts"; (4) over 79% supported the concept of fixed cost; (5) 81.3% were in favor of state reimbursement for the general study category; and (6) 50% were noncommittal concerning performance-based funding, 30% were opposed, and 14% were in favor. The study report includes the survey instrument, as well as tables, charts, and data concerning Illinois community college funding. (LAL)

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ILLINOIS COMMUNITY COLLEGE FUNDING FORMULA SURVEY

Office of Research and Analysis
Issued: August 1985

TRITON COLLEGE
RIVER GROVE, ILLINOIS

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2 Volume XXI, Number 2

ILLINOIS COMMUNITY COLLEGE FUNDING FORMULA SURVEY

The 10 question survey revealed both areas of support for the funding formula and areas in which formula change is sought. The results of the survey are attached. Survey highlights are outlined below along with the results of several additional cross tabulations that were run among certain questions.

Comprehensive and Well Distributed Response

A comprehensive and well distributed response assures that the attitudes reflected can be considered a good representation of current institutional thinking on the Illinois funding formula. The survey of community college presidents and business managers was completed by 50 respondents encompassing 36 out of the 39 community colleges. All geographic regions were represented along with colleges of all sizes and including all major equalization colleges along and both colleges that receive and do not receive fixed cost funding.

Two Areas of Change Identified

Two particularly significant potential change areas involve the concept of averaging credit hours and unit costs over a multi-year basis (question 9) and the manner in which the local tax contribution is deducted from unit cost to determine the credit hour grant (question 2).

Multi-year Averaging

The survey found 64% favoring the use multi-year averaging "in an effort to stabilize fluctuations in credit hour generation and unit costs." This would be a new feature of the formula and could involve averaging on a two or three year basis. Cross tabulations revealed that support for concept was strongest in the area south of Springfield (92%), but good support was also demonstrated by Chicago, and Metropolitan Chicago colleges, with a slightly greater than even support among the remaining colleges North of Springfield.

Residual Formula Change

Under our current residual funding formula state funds are determined by deducting local available revenues from the overall estimated unit costs for a program to determine the credit hour grant. Surprisingly, the survey found the current method to calculate the deduction of the local tax contribution received the smallest support (25.5%) of three possible approaches. Strongest support (38.3%) was expressed for varying the deduction by the seven cost categories "reflecting differing priorities among the categories."

Each of these approaches reflect different philosophies of cost sharing between the state and local community college district. The approach that received the highest support reflects the philosophy that the state and local district have different, rather than equal financial obligation among categories. This approach rejects the current approach that maintains that there is a "standard" or equal assumed local tax contribution for each category. The approach receiving the highest support assumes that the local contribution would be lower, for example, for categories with higher state priority and vice versa.

The survey found that closely following the varying deduction approach was the concept of deductions "based on a percent of total cost, such as 1/3 which were supported by 36.2% (actually only 1 response separated this approach from the highest category). This approach has been supported in concept recently by the ICCB. "This reflects the philosophy that the district should never pay more than some set percentage for any program." Lower unit cost categories with currently low funding rates would particularly benefit from this approach.

Equalization & "Fixed Costs" Supported in Principle

The survey found that both equalization and fixed costs are supported conceptually (questions 3 and 7), although there are some differences in approaches to methodology and the emphasis that should be placed on each program.

Equalization

Equalization as a concept "to reduce the disparity of local tax funds available per student among districts" was supported by 80% of the respondents including non-equalization schools that supported the concept by 69.6%. On the other hand more respondents (38%) indicated a desire to "reduce emphasis" on this category of funding than any other funding category (question 1-a). Secondly, as an indication of a divided view on the topic of equalization, 52% of the respondents stated that equalization growth should not exceed the growth of credit hour funding.

Fixed Costs

Likewise, the concept of fixed cost was supported by over 79% of the respondents and by non-fixed cost schools by 68.2%. There are, however, major differences of opinion on how the fixed cost calculation should be made. Once again the lowest support (27.1%) was demonstrated for the current method of calculating fixed cost through Equalization. Strongest support was expressed for considering fixed cost as a separate grant (37.5%) as proposed by the ICCB last year. On the other hand Metropolitan Chicago colleges expressed 1) the weakest support for the fixed cost concept in general (with the majority disapproving) and 2) the most favorable view toward using the equalization approach if fixed cost funding is utilized.

General Studies

The survey demonstrated continued interest in state reimbursement for the general study category. The survey found 81.3% in favor of state reimbursement in principle for this category. On the other hand commitment to state reimbursement for general studies drops by over 20% overall "if it requires adjustment in the formula to accommodate state reimbursement." While statewide support remains at 60% even under "adjustment" conditions, Metropolitan Chicago colleges are the most critical of continuing state reimbursement under conditions that require adjustments in the formula to continue funding general studies at $1.00.

Performance Funding

Performance based funding received an initial "non-committal" reaction from respondents with 50% indicating they had "not established position at this time." Moreover, unfavorables (30%) outweighed favorables (14%) by more than two to one by those who had formed an opinion on this topic.

ILLINOIS COMMUNITY COLLEGE FUNDING FORMULA

General Information (Please check appropriate line)

College Location:

6.1% (3) Chicago
28.6% (14) Metro Chicago (6 county area)
26.5% (13) South of Springfield
38.8% (19) North of Springfield, including Springfield but excluding chicago metro area

Equalization: Tax Base

Yes 51.1% (24)
No 48.9% (23)

Fixed/Cost

Yes 46.3% (19)
No 53.7% (22)

Credit Hrs/year:

Over 500,000 4.8% (2)
150,000 to 500,000 26.2% (11)
75,000 to 150,000 26.2% (11)
Up to 75,000 42.9% (18)

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1. The Illinois Funding Formula currently includes a number of components and factors which reflect a combination of philosophies including a reliance on credit hour generation, an attempt to equalize the tax capability of districts and special grants for the disadvantaged, economic development and advanced technology equipment. A separate repair and renovation formula allocated grant was developed for FY86. Please evaluate the current priority of these elements in light of your own personal philosophy of an ideal total funding plan using the following scale:

	about right emphasis	reduce emphasis	increase emphasis
a. Cr.Hr grant	40.0% (20)	2.0% (1)	58.0% (29)
b. Equalization	32.0% (16)	38.0% (19)	30.0% (15)
c. Disad. St.	74.0% (37)	16.0% (8)	10.0% (5)
d. Econ Devel	56.0% (28)	14.0% (7)	30.0% (15)
e. Advanced Tech	34.0% (17)	24.0% (12)	42.0% (21)
f. Repair/renov	36.0% (18)	14.0% (7)	50.0% (25)

2. The Illinois funding formula is a residual funding formula (i.e. sate funds are determined by deducting local available revenues), and the methods of deductions reflect differing philosophies. Which of the following approaches best reflects your own philosophy? (Pick One)

25.5% (12) a. Deductions, such as for the local tax contribution, should generally be made uniformly and equally in terms of dollars from each funding category. This reflects the philosophy that local costs for any category should be the same, with the state picking up the difference in dollars, thus avoiding any disincentive for a college to offer a high cost program.

36.2% (17) b. Deduction, such as the local tax contribution, should vary based on a percent of total cost (for example, one third) with the state picking up the difference between that percent and total cost. This reflects the philosophy that the local district should never pay more than some set percentage for any program.

38.3% (18) c. Deductions, such as local tax contribution, should vary based on percent total cost, but this percent should vary by category, reflecting differing priorities among the categories. This reflects a philosophy that the local district and state have differing responsibilities toward funding of different types of programs.

3. Do you generally support the concept that the funding formula should include an equalization element to reduce the disparity of local tax funds available per student among districts?

Yes	No
80.0% (40)	20.0% (10)

4. During the period of FY 81 to FY 85, the share of total ICCB funds to colleges that has been devoted to equalization has grown (15% to 20%). This growth was the result of the formula principles in operation at the time. Assuming that an equalization element will remain, which of the following statements best reflects your philosophy of allocation

52.0% (26) a. Equalization funding growth should not exceed the growth of credit hour funding and should reflect equal percent increases.

48.0% (24) b. Equalization growth should be allowed to exceed the growth rate of credit hour funding if the equalization formula calculation so determines.

Other equalization comments:_____

_____

_____

5. In principle, should the state reimburse for general study courses?

____Yes ____No

81.3% (39) 18.8% (9)

6. Should the state continue to provide reimbursement for general studies at a minimum of $1.00, even if it requires adjustment in the formula to accomodate state reimbursement?

____Yes ____No

60.0% (30) 40.0% (20)

7. In principle, do you favor the inclusion of a fixed cost element in the funding formula?

____Yes ____No

79.2% (38) 20.8% (10)

8. If a fixed cost element is included in the funding formula, which of the proposed methods of funding do you favor:

35.4% (17) a. part of credit hour grants, allocate fixed cost first to every college, then allocate remaining dollars by credit hour generation to all districts.

27.1% (13) b. part of equalization, by reducing EAV necessary to pay for one third of fixed costs

37.5% (18) c. separate grant, for districts that spend more than average percentage of local taxes for fixed cost activities.

____d. None of the above, but I am closest to ____.Please explain

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9. In an effort to stabilize fluctations in credit hour generation and unit costs, would you favor a modification in the current formula that would average these factors over a multi-year basis (i.e. two or three years)?

____Yes ____No

64.0% (32) 36.0% (18)

10. Under the current formula, credit hour generation plays a major role. In recent years considerable literature and discussion has been devoted to academic performance based funding and several states (eg. Tennessee, Ohio) have added this element to their funding approach. Which of the following reflects your own view on this matter:

14.0% (7) a. Performance funding should be added to the Illinois funding formula as a special categorical program, supplemental and additional to the current funding plan.

6.0% (3) b. Performance funding should be added to the Illinois funding plan, even if it requires us to reallocate dollars from other categories

30.0% (15) c. Performance funding should <u>not</u> be added to the Illinois funding plan.

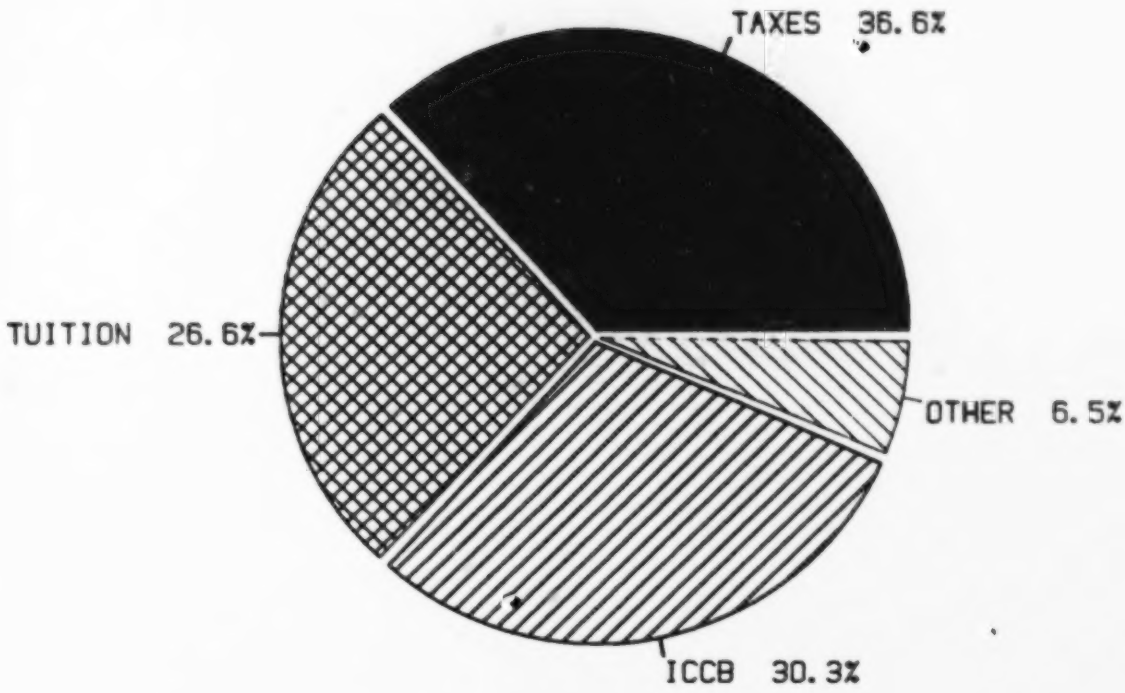
50.0% (25) d. No established position at this time.

Illinois Community College Funding

Prepared by:

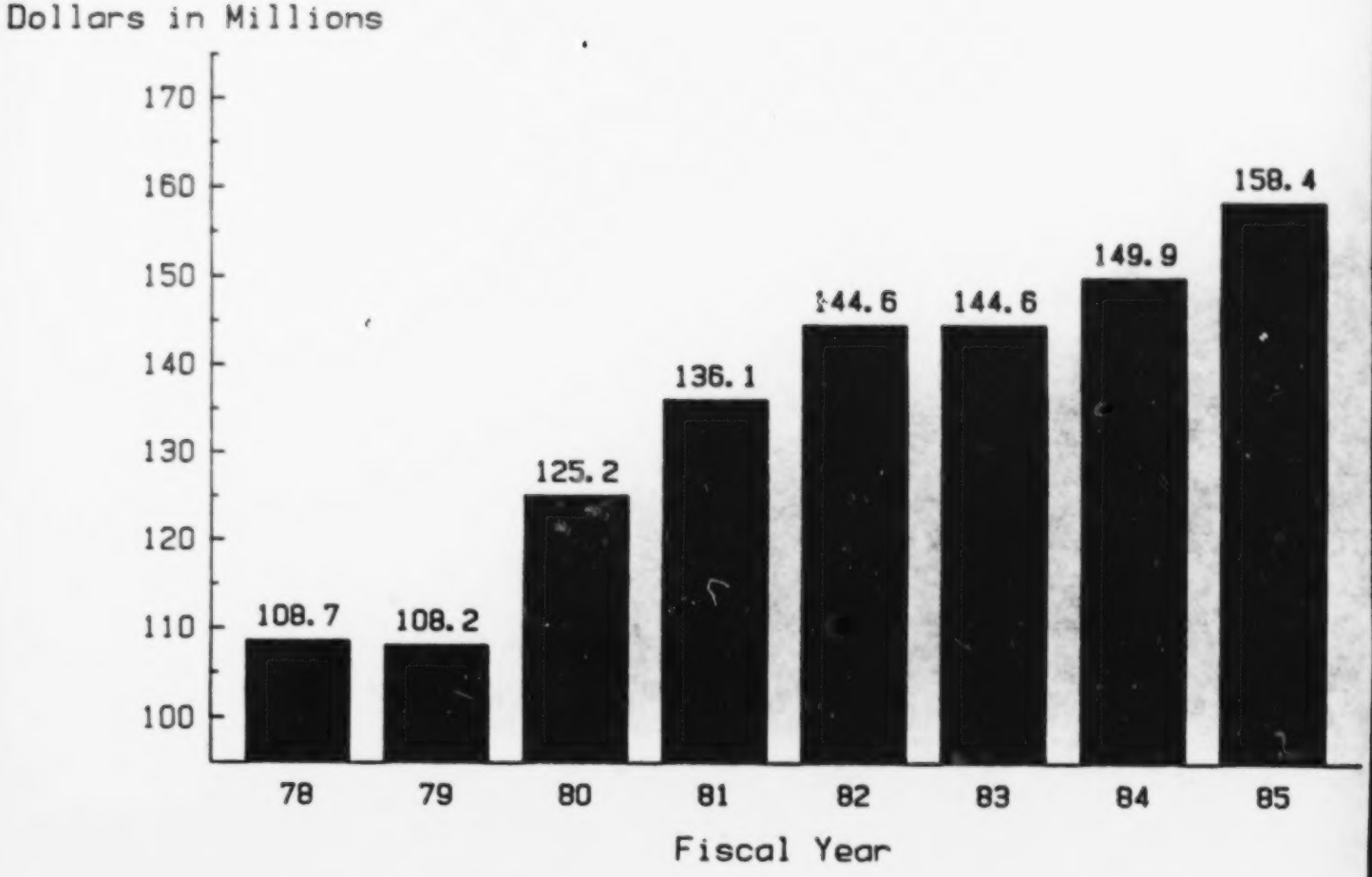
TRITON COLLEGE
Richard Fonte

FISCAL YEAR 1985
FUNDING SOURCES

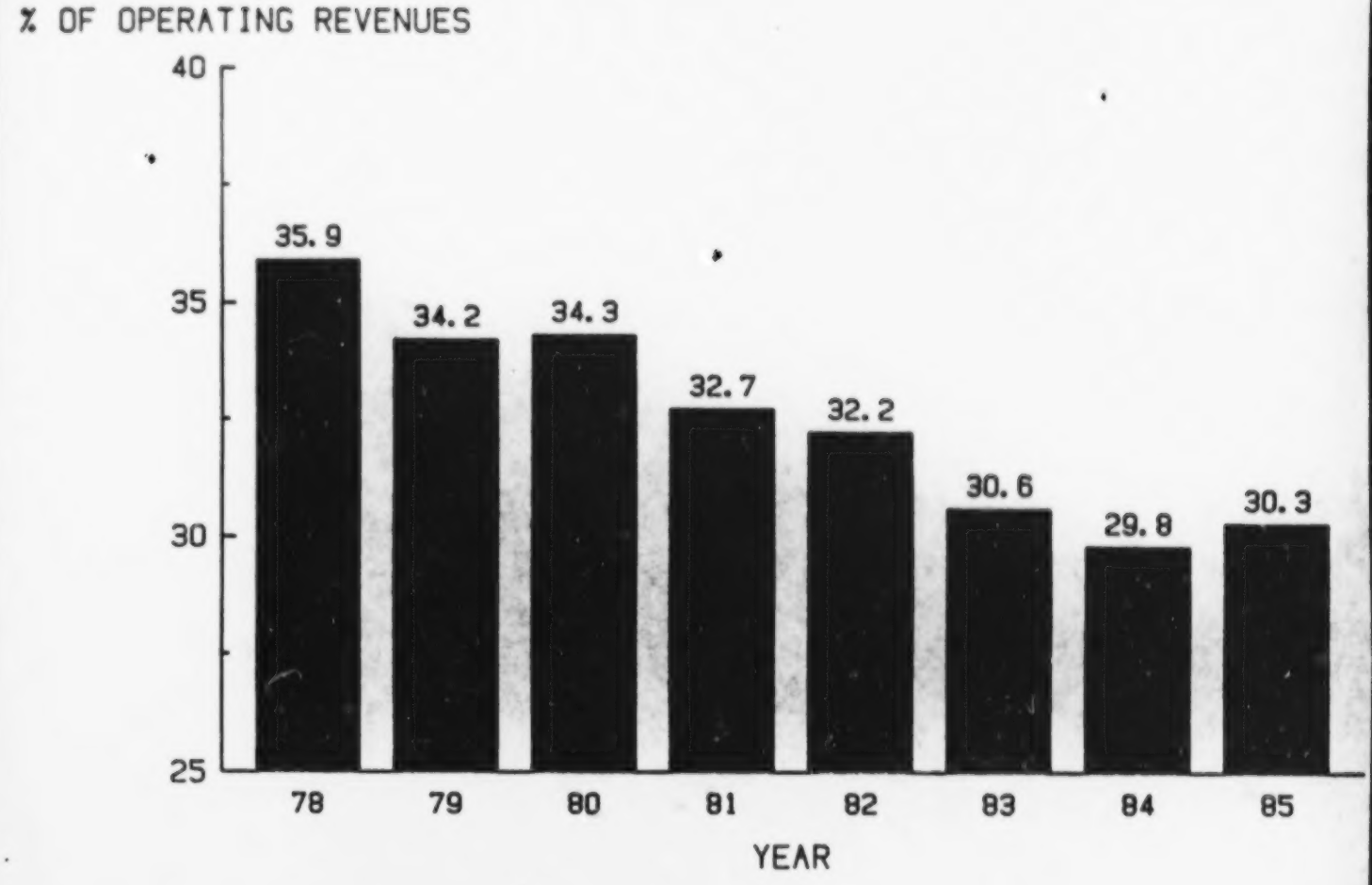


SHARE OF OPERATING REVENUES

TOTAL APPROPRIATED GRANTS FOR PUBLIC COMMUNITY COLLEGES



STATE SUPPORT



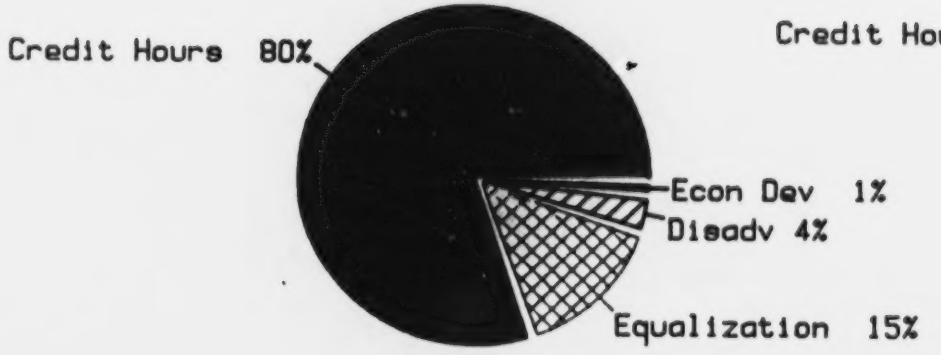
ICCB Funding:
What It Is Based Upon

Category	
Credit Hour	Credit hours generated by each college in 7 categories
Equalization.	Tax revenue per FTE
Disadvantaged Student	$20,000/college, additional revenue distributed on basis of credit hours generated in ABE/ASE category
Economic Development	$30,000/college, additional monies distributed based on credit hours generated in occupational areas
Advanced Technology	$2,000,000--competitive grant program curriculum development & equipment

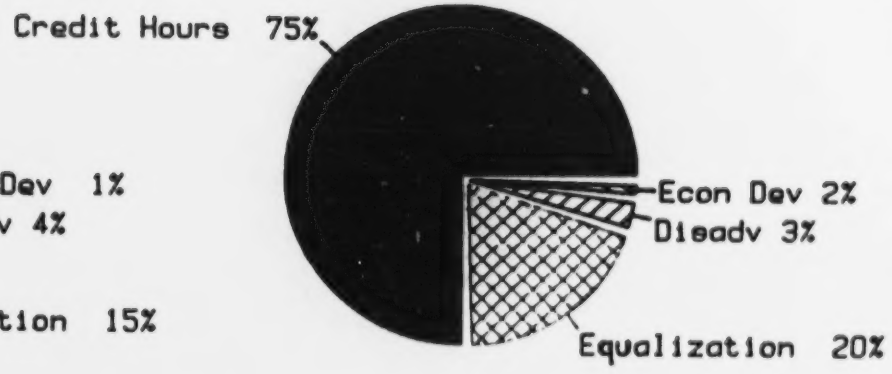
ICCB Category Growth
FY84—FY85

Category	FY '84	FY '85	% Change
Credit Hour	114.5	119.0	4.1%
Equalization	27.8	31.0	11.0%
Disadvantaged Student	5.0	5.3	6.0%
Economic Development	2.5	2.7	8.0%
Advanced Technology	0.0	2.0	---
	149.9	160.4	6.7%

PERCENTAGE BREAKDOWN OF STATE FUNDS FOR FISCAL YEAR 1981 AND 1985



FY 81



FY 85

Credit Hour Formula:
Key Elements

- Funding based on each school's credit hour generation by seven separate categories

  -Baccalaureate
  -Business
  -Technical
  -Health
  -Remedial
  -ABE/ASE
  -General Studies

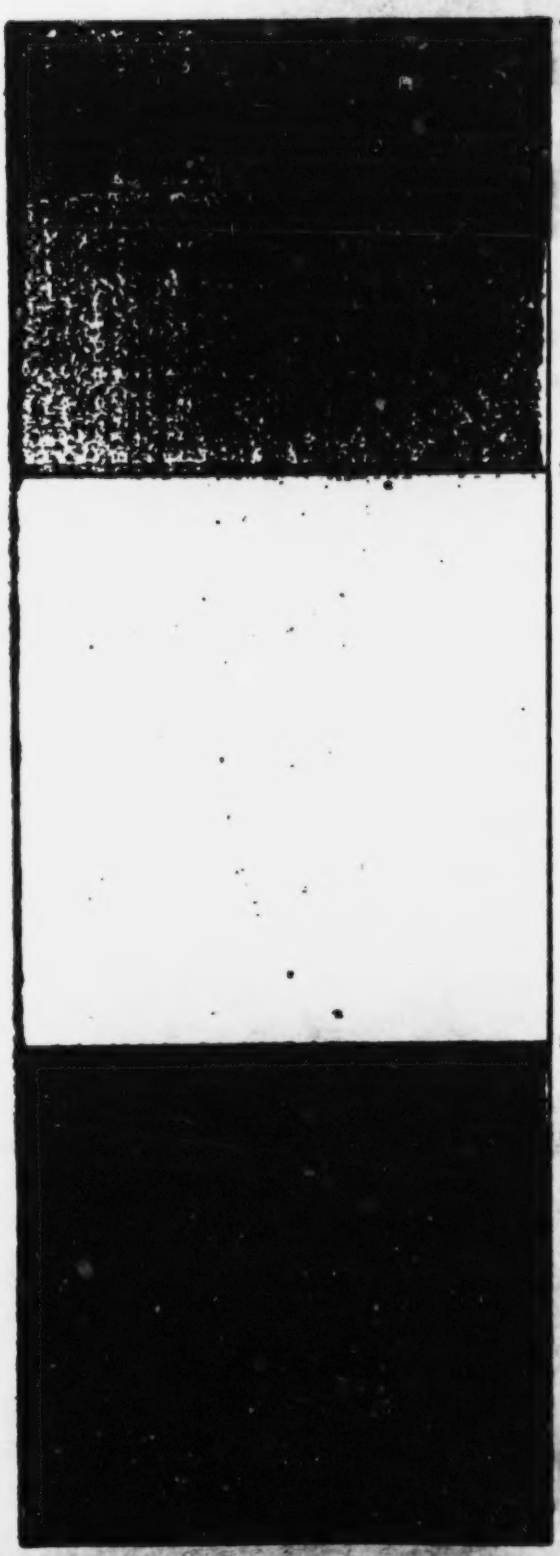
- Basic Concept--Residual Funding

  Average State-wide unit cost
  - Average local revenue (tuition, taxes, other)
  =Credit Hour Grant/category

- Credit Hour/Category x School's Credits/Category = Total Credit Hour Grant

- Credit Hour Grants are lower per credit hour than in 1978

FY 1985
Credit Hour Funding
Baccalaureate Category



$79.76 (adjust unit cost at + 8.39%)

$70.99 (unit cost—1983)

Deduct $23.50:
Assumed State-wide
Average Tuition

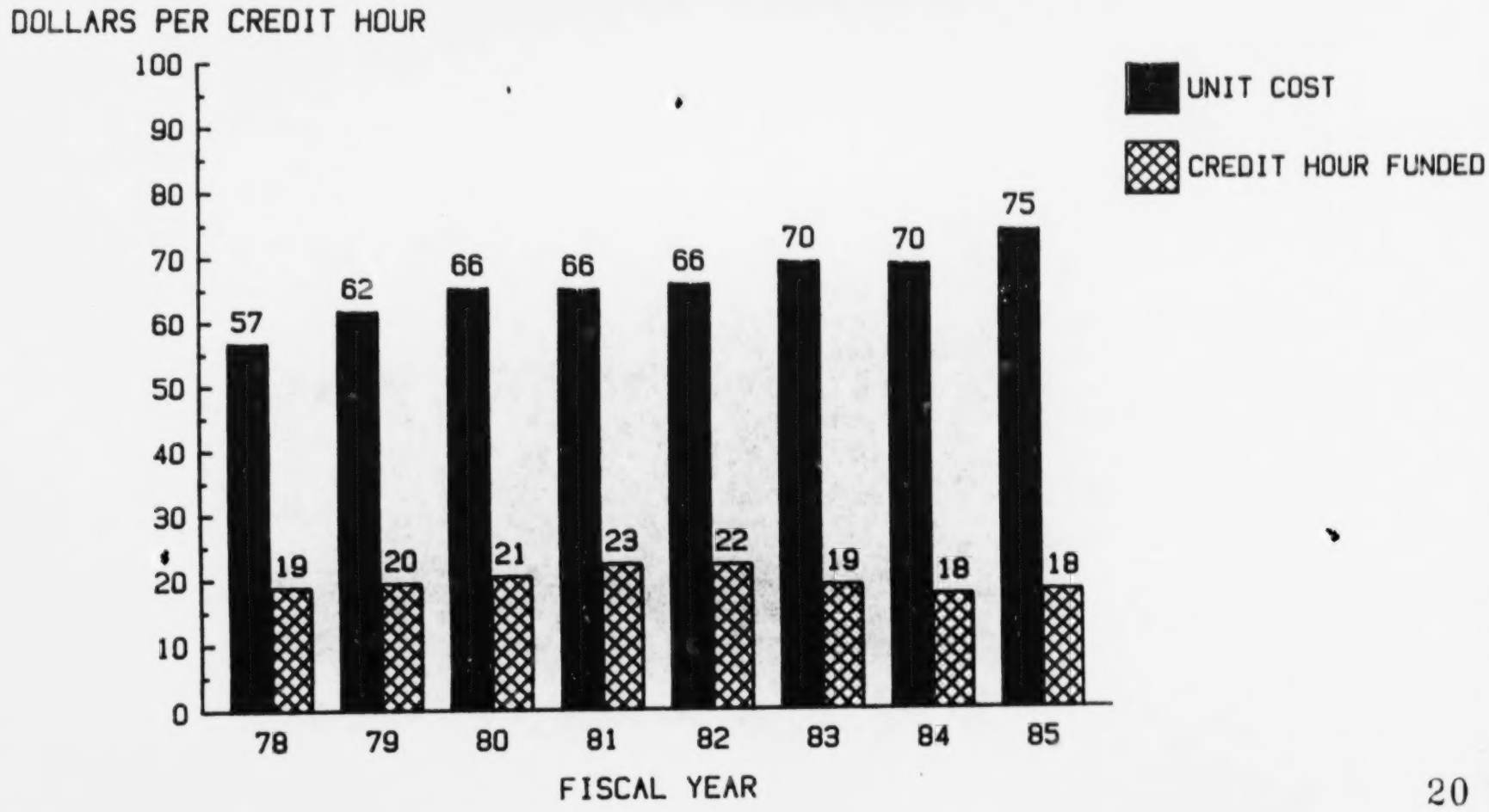
Deduct $30.00:
Local Tax Contribution

Deduct $4.84
Other Revenue—Federal, etc.

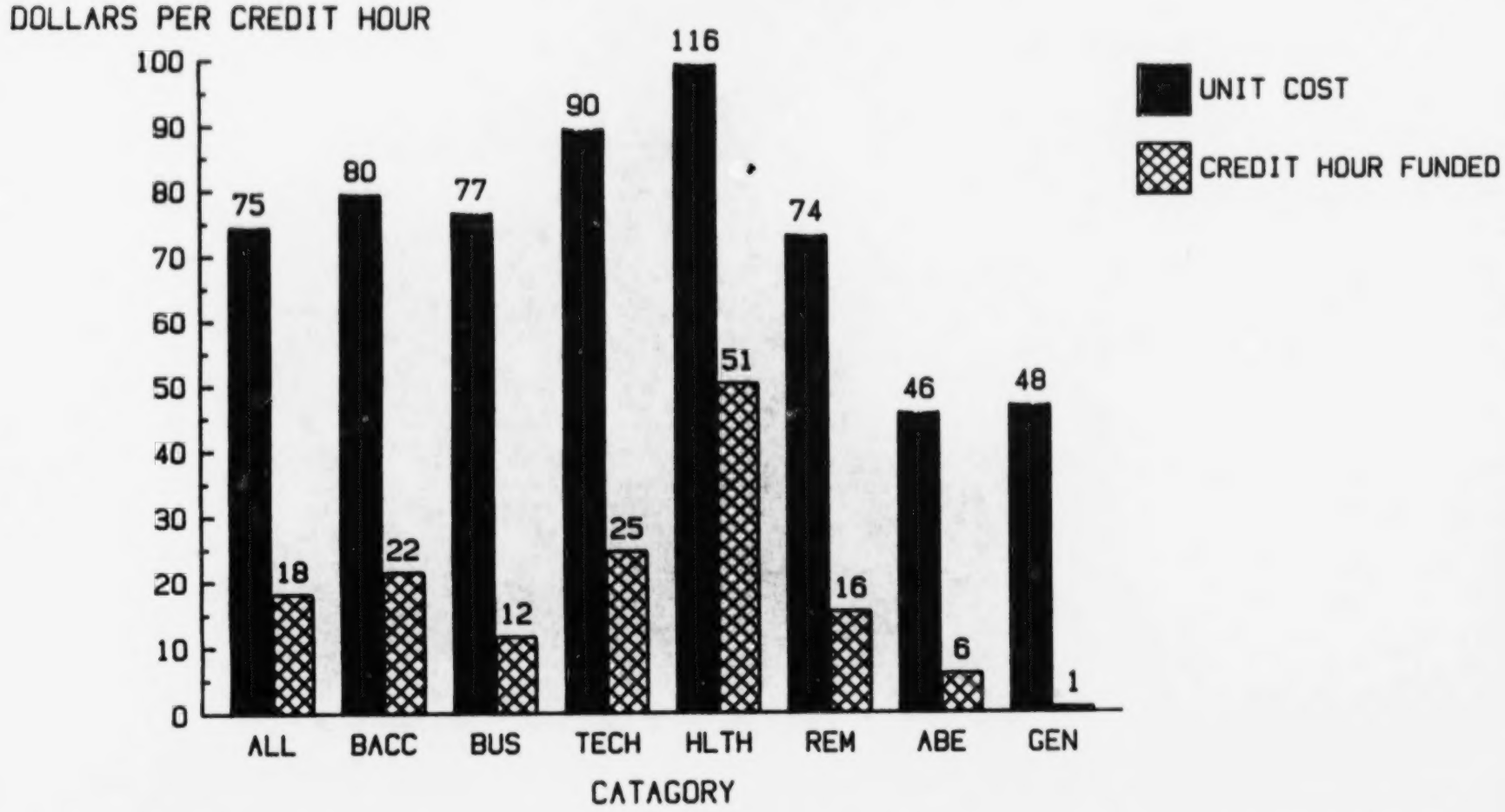
$21.42:
Basic Credit Hour Grant
Plus additional 25¢ per credit hour

Program improvement =
$21.67/credit hour

RELATIONSHIP OF CREDIT HOUR COST TO UNIT COST



FISCAL YEAR 1985
RELATIONSHIP OF CREDIT HOUR COST TO UNIT COST BY CATAGORY



Credit Hour Grants:
Chicago Percent of Total

Category	Chicago %
Baccalaureate	16.8%
Business	27.8%
Technical	16.0%
Health	21.5%
Remedial	25.3%
ABE/ASE	80.6%
General Studies	75.0%

Implications:

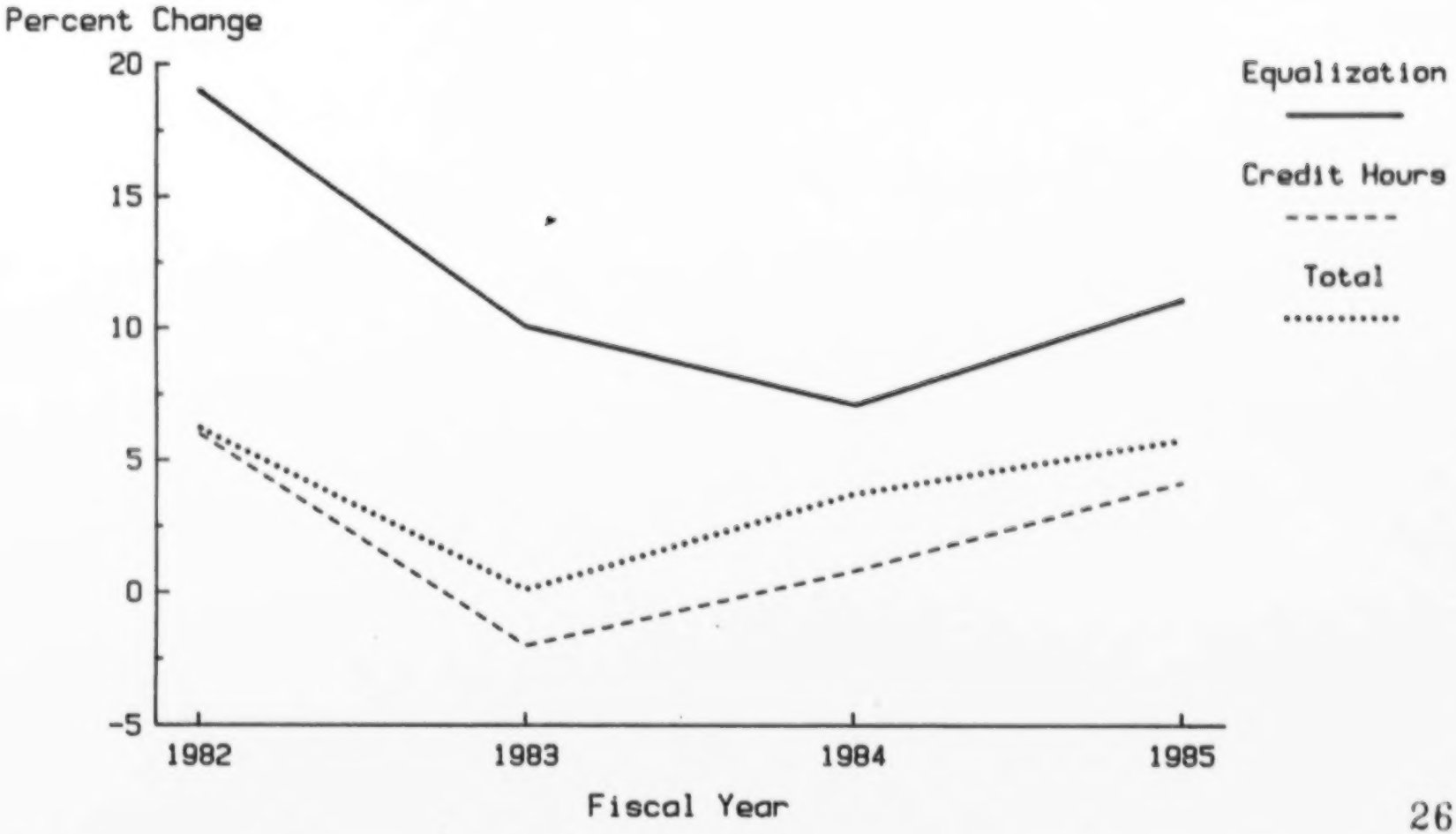
-Any major shift in Chicago unit cost in either ABE/ASE or General Studies impact these funding categories greatly, i.e., affects average

-Above situation greatly affected 1985 funding shifts

Credit Hour Grant:
"Decision Rules" and Exceptions

1.	Inflation Rate--8.39%--affects unit cost	
2.	State-wide Average Tuition--23.50/credit	
3.	State-wide Average Tax Yield--$30.00 per credit	
4.	Exception to state-wide average tax yield for General Studies (Avoids Negative Credit Hour)	$18.18
5.	Exception to state-wide Tuition for ABE/ASE	None deducted
6.	Program Enhancement Grants	25¢/credit over Basic Credit Hour Grant Bacc. 75¢/credit--occupational areas
7.	Fixed Costs	Part of Equalization (Explanation Later)

ANNUAL PERCENT CHANGE



Growth Trends
Credit Hour and Equalization

FY	Credit Hour	Equalization	All ICCB
82	+6.0%	+19%	+6.2%
83	-2.0%	+10%	+0.1%
84	+0.8%	+ 7%	+3.7%
85	+4.1%	+11%	+5.7%

Equalization
Tax Base

- Tax Revenue raised per FTE

- Range in Illinois very wide
  e. g. 1983

  $340/FTE--Illinois Eastern
  $1, 825/FTE--Oakton

- Equalization grant fills gap between state-wide average tax yield per FTE or with some other "target" threshold

Tax Base Equalization
How It Is Determined

- College District EAV / College FTE = District EAV/FTE

- District EAV/FTE x State-wide Average Tax Rate ($20.80/credit) = Local Tax Yield per FTE

- If "Local Yield" below Threshold "Target", school gets Equalization

- Threshold Target--How Determined--Various Options

  a) State Average Tax Yield per FTE
     State EAV x State Average Tax Rate--divided by Total State FTE

  b) State Average Tax Yield per FTE plus some additional dollar amount

  c) Some percentile of the range of all possible tax yield
     e.g., if range $340-$1,825
     42% Percentile = $764
     raise Threshold by raising Percentile--e.g., 44%

- Fixed Cost Added--Deducts EAV from each District equal to that necessary to fund 1/6 of Estimated Fixed Cost of $431,051 per District. Only affected adversely existing Equalization School as practical matter

Disadvantaged Student Grants

- Each school gets $20,000 per campus, remaining dollars distributed on basis of credit hours generated in two categories (Remedial, ABE/ASE)
  51 campuses
- Monies reinforce dollars given in Remedial and ABE/ASE categories
- Chicago gets over 70%--reflecting credit hour generation and number of campuses
- Key FY '85 Decision Rule was--FY '84 Base + 6%

Economic Development Monies

- Each school gets $30,000 per school, remaining monies distributed on basis of credit hours generated in "occupational" categories--Health, Technical, Business

- Key FY '85 Decision Rule--1984 Base + 8%

Future Key Issues

1. Fixed Costs

Options:

1) Don't Fund
2) Separate Category
3) Out of Equalization

2. General Studies (negative credit hours)

Options:

1) Don't Fund--Based on lower priority status of General Studies
2) Adjust to $1.00, by adjust "Local Tax-Contribution" Deduction evenly per category (1985 Approach)
3) Adjust to $1.00 by adjusting Local Tuition per category (Alternative FY86 ICCB Issue Paper)
4) Adjust to $1.00 by adjusting Tax Contribution differently for each category (Alternative FY '86 ICCB Issue Paper)

3. Equalization

Options:

1) Limit % growth to same % growth as Credit Hour
2) Allow Equalization Growth to exceed Credit Hour growth if "Formula" dictates

Table 7 - OPERATIONS AND GRANTS FOR COMMUNITY COLLEGES

(in thousands of dollars)

	FY 1984 Appropriations	FY 1985 Requests	FY 1985 IBHE Recommendations	FY 1985 Allocation of Governor's Budget	FY 1985 General Assembly Action
Resource Requirements					
Grants to Colleges	$149,944.9	$187,434.0	$164,585.4	$157,062.5	$160,432.7
Credit Hour Grants	114,596.7	142,205.7	125,490.6	119,405.6	119,405.6
Equalization Grants	27,848.2	36,864.3	31,094.8	29,656.9	31,027.1
Disadvantaged Student Grants	5,000.0	5,384.0	5,300.0	5,300.0	5,300.0
Economic Development Grants	2,500.0	3,000.0	2,700.0	2,700.0	2,700.0
Advanced Technology Grants	-	-	-	-	2,000.0
State Community College at East St. Louis	5,613.9	5,838.4	5,789.2	5,719.0	5,739.5
Illinois Community College Board Office Operations	1,012.6	1,086.3	1,075.2	1,055.8	1,055.8
Total	$156,573.4	$194,378.7	$171,449.8	$163,837.3	$167,228.0
Source of Appropriated Funds					
General Revenue Fund	$153,879.4	$191,638.7	$168,673.8	$161,061.3	$164,431.5
East St. Louis Contracts and Grants Fund	2,100.0	2,200.0	2,200.0	2,200.0	2,200.0
East St. Louis Income Fund	594.0	540.0	576.0	576.0	596.5

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Table 2

DECISION RULES USED IN DEVELOPING
THE FISCAL YEAR 1986 PRELIMINARY OPERATING BUDGET - ICCB REQUEST LEVEL

1.	Inflation Factors -- Used to Estimate the Unit Cost Increase	Salaries - 7.0% composed of a 6.0% cost-of-living increase and a 1% increase for faculty and staff upgrading, development and in-service training. Utilities - 9.3% General Cost Increase - 6.0% TOTAL INCREASE - 6.9%
2.	Tax Rate -- Used to Estimate Local Tax Revenues	21.6¢ per $100 of equalized assessed valuation (the weighted average tax rate including the Chicago Public Building Commission Operation and Maintenance rate).
3.	Tuition/Fee Rate	Used Fall 1985 weighted average tuition and fee rate of $24.60 to estimate tuition and fee revenue. Adjusted general studies tuition and fee rate to reflect variable tuition in this category.
4.	Fixed Cost Adjustment for Small Schools -- Used to Adjust Equalization Grants	Provided an equalization grant to districts that allocated more than 10.9% of their local tax revenue to fund one-third of the identified fixed costs. These districts in the upper quartile received a grant of $1.25 per credit hour. Districts that allocated more than 15% of their local tax revenue to fund fixed costs received an additional $1.25 for a total of $2.50 per credit hour.
5.	Equalization Improvement	Improved the equalization threshold of local tax revenue per FTE student $10, from $861.52 to $871.52.
6.	Negative Credit Hour Grant Rate Adjustment	Raised a negative General Studies credit hour grant rate to $1.00 by lowering other credit hour grant rates by 13¢.
7.	Credit Hour Grant Supplement for Curriculum Development, Improvement, and Evaluation	Included $1.1 million to enhance quality education by providing curriculum development, improvement, and evaluation. Distributed 20¢ per credit hour to all categories except General Studies.
8.	Disadvantaged Student Grant Increase	Increased $700,000 to expand services to educationally disadvantaged students.
9.	Economic Development Grant Increase	Increased $800,000 to support and expand the system's mission in economic development.
10.	Advanced Technology Equipment Grant Increase	Increased $500,000 to provide funding to all districts to purchase state-of-the-art equipment. The grants will be distributed on the basis of occupational credit hours, instead of the current competitive award process.

10/10/84

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A SUMMARY PROFILE OF THE ILLINOIS PUBLIC COMMUNITY COLLEGES

Dist. No.	District Name	District Location	District Size: No. of Cmp.	District Size: 1983 Population	District Size: Sq. Miles	1982 Tax Rates Extended: 1982 Tax Base EAV (Thousands)	1982 Tax Rates Extended: Operating	1982 Tax Rates Extended: Non-Operating	1982 Tax Rates Extended: Total	Student Enrollment: Fall 1983 Headcount	Student Enrollment: Annual FY83 FTE	Fiscal Year 1984 Annual FTE Charges: Tuition	Fees	Total
01	Kaskaskia	Centralia	1	125665	2282	$ 654941.4	25.00¢	.20¢	25.20¢	2963	1963	$ 540.00	$ 37.50	$ 577.50
02	DuPage	Glen Ellyn	2	790860	355	7286478.5	20.50	.29	20.79	26671	11040	765.00	-0-	765.00
03	Black Hawk	Moline	2	262589	2164	1755209.4	14.00	1.53	15.53	6209	5289	825.00	60.00	885.00
04	Triton	River Grove	1	329583	63	2828535.2	32.50	1.53	34.03	23651	11098	660.00	22.50	682.50
05	Parkland	Champaign	1	240259	2866	1883796.2	26.00	.75	26.75	8346	4420	540.00	45.00	585.00
06	Sauk Valley	Dixon	1	110428	1600	785787.5	15.00	.94	15.94	2848	1970	750.00	-0-	750.00
07	Danville	Danville	1	101044	1179	640925.9	25.00	1.54	26.54	3418	2104	570.00	-0-	570.00
08	Chicago	Chicago	9	2950262	227	14147799.4	21.05	1.25	22.30	81961	73195	690.00	18.90	708.90
09	Elgin	Elgin	1	223877	360	1677171.6	25.00	.75	25.75	6275	3278	705.00	28.20	733.20
10	Thornton	South Holland	1	283679	90	1407454.5	15.00	.77	15.77	10593	5209	720.00	33.90	753.90
11	Rock Valley	Rockford	1	299520	1086	2019520.2	15.00	.49	15.49	9634	4256	690.00	30.00	720.00
12	Harper	Palatine	1	425725	218	4763406.8	15.00	.43	15.43	18689	8912	750.00	-0-	750.00
13	Ill. Valley	Oglesby	1	149426	1704	1552616.3	15.80	.21	16.01	4268	2822	390.00	28.20	418.20
14	Ill. Central	East Peoria	1	385937	1961	2535767.1	25.00	.80	25.80	13954	6912	480.00	-0-	480.00
15	Prairie State	Chicago Hts.	1	192550	165	1148654.4	23.00	1.20	24.20	5919	3161	780.00	30.00	810.00
16	Waubonsee	Sugar Grove	1	203623	600	1386304.5	19.70	.50	20.20	5734	2909	615.00	26.40	641.40
17	Lake Land	Mattoon	1	188807	4000	1236344.1	15.46	.59	16.05	3764	2694	652.50	78.90	731.40
18	Carl Sandburg	Galesburg	1	135491	2753	1013216.9	22.00	.70	22.70	3144	1874	573.90	45.00	618.90
19	Highland	Freeport	1	85290	1494	591152.0	25.00	.87	25.87	3276	1809	510.00	30.00	540.00
20	Kankakee	Kankakee	1	127001	1400	777918.0	18.00	1.42	19.42	3421	2451	540.00	45.00	585.00
21	Rend Lake	Ina	1	93969	1985	504475.7	25.00	1.64	26.64	2584	1659	450.00	-0-	450.00
22	Belleville	Belleville	1	370730	2000	1892208.1	16.00	.95	16.95	12415	6049	630.00	-0-	630.00
23	Kishwaukee	Malta	1	85302	815	612231.2	22.50	.83	23.33	3387	2006	600.00	72.60	672.60
24	Moraine Valley	Palos Hills	1	341960	139	2618384.8	22.50	.52	23.02	13890	6888	675.00	46.50	721.50
25	Joliet	Joliet	1	364072	1425	2947346.4	20.00	-0-	20.00	10236	6547	540.00	78.90	618.90
26	Lincoln Land	Springfield	1	293976	3380	2080758.1	19.00	.31	19.31	7089	3471	600.00	12.30	612.30
27	Morton	Cicero	1	122241	16	692619.7	40.00	1.00	41.00	3706	1873	540.00	30.00	570.00
28	McHenry	Crystal Lake	1	148059	589	1192933.8	15.00	-0-	15.00	3979	1868	750.00	5.70	755.70
29	Ill. Eastern	Olney	4	113908	3000	876873.9	25.00	1.70	26.70	8514	5311	360.00	-0-	360.00
30	Logan	Carterville	1	149854	1153	591686.5	25.00	.73	25.73	3706	2081	540.00	-0-	540.00
31	Shawnee	Ullin	1	65888	1519	263113.2	25.00	1.19	26.19	2044	1107	420.00	-0-	420.00
32	Lake County	Grayslake	1	436622	420	3562278.2	19.00	.40	19.40	11358	5586	667.50	27.00	694.50
33	Southeastern	Harrisburg	1	62604	1370	276968.4	24.90	1.80	26.70	1942	1710	510.00	-0-	510.00
34	Spoon River	Canton	1	83333	1315	489388.1	25.00	.90	25.90	1838	1245	630.00	90.00	720.00
35	Oakton	Morton Grove	1	361565	102	4406661.0	21.30	-0-	21.30	12400	5981	480.00	19.80	499.80
36	Lewis & Clark	Godfrey	1	215451	1827	1179784.0	25.00	1.10	26.10	5293	2870	510.00	16.80	526.80
37	Richland	Decatur	1	160967	900	1313950.8	19.00	-0-	19.00	3331	1658	607.50	21.00	628.50
38	John Wood	Quincy	1	94114	1823	559796.8	22.33	.47	22.80	3532	1950	600.00	-0-	600.00
	State Comm.Coll.	E. St. Louis	1	83427	36	118298.0	N/A	N/A	N/A	1818	1200	300.00	50.10	350.10
STATE TOTALS/AVERAGES			52	11259678	50381	$76272756.6	20.80¢	.72¢	21.52¢	357880	217226	$593.75	$26.42	$620.17

Data average tax rates are weighted.

TOPICS COVERED
MICROECONOMICS
EFFECTIVE : FEB. 3, 1986

ECONOMIC PROBLEM
OPPORTUNITY COSTS
TRADE-OFFS
P.P.C. (PRODUCTION POSSIBILITY CURVES)

CIRCULAR FLOW MODEL ; LIMITATIONS OF
NORMATIVE, POSITIVE ECONOMICS
LAW OF DEMAND
LAW OF SUPPLY
GRAPHING, X,Y AXIS VARIABLES
MICRO VS. MACRO

DEMAND CURVES; DERIVATION OF;(5)
FACTORS MOVING DEMAND CURVES (5)
SUPPLY CURVES
FACTORS MOVING SUPPLY CURVES (5)
EQUILIBRIUM
PRICE AS AN ALLOCATOR

:xxxxxxxxxxxxxxxxxxxxxxxxxxxxxx
:xxxxxxxxxxxxxxxxxxxxxxxxxxxxxx
ERIC CLEARINGHOUSE
FOR JUNIOR COLLEGES
FEB 2 8 1986